

CELEBRATING GREEK
INDEPENDENCE DAY**HON. MICHAEL E. CAPUANO**

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mr. CAPUANO. Mr. Speaker, I am honored to pay tribute once again to the citizens of Greece on the occasion of their 180th anniversary of independence on Sunday, March 25th. Coincidentally, March 25th also marks the important religious holiday of the Feast of the Annunciation celebrated by most Greek-Americans. The history and culture of people of Greek heritage has impacted the lives of countless people throughout the world, and it is important that we recognize their contributions to mankind and the principles of democracy.

After suffering more than 400 years of oppression under the Ottoman Empire, the people of Greece commenced a revolt on March 25th 1821. Many dedicated, patriotic Greeks lost their lives in the struggle which lasted over 7 years. Ultimately, the freedom the Greeks fought so hard for was courageously achieved, and the Hellenic Republic, commonly known as Greece, was born.

Historically, Greece has been a dedicated United States ally. A fierce supporter during World War II, Greek soldiers fought beside Americans to preserve democracy and independence. For almost half a century, Greece has stood beside the United States as an active and important member to NATO. It has consistently proved to be a valuable player in preserving security in the Mediterranean.

Greece has influenced our society in many ways. Greece is the birthplace of democracy, the foundation of American principles. No doubt, without Greece's influence, the United States would be a completely different country today.

I am all too familiar with the positive contributions that are continually being made by Greek-Americans around the country. I am particularly proud of the fact that nearly 7,000 people in the Eighth Congressional District of Massachusetts are of Greek descent. Throughout the neighborhoods in Boston, Wattertown, Cambridge, Chelsea, Belmont, and my hometown of Somerville, Greek-Americans are one of the most active groups in politics and community service. The Hellenic Cultural Center, the Greek Orthodox Church and other Greek-American organizations in the district are working to improve education, healthcare, and the environment.

As the Greeks celebrate their day of independence, I hope all Americans will take a moment to reflect on the valuable contributions that both Greeks and Greek-Americans have bestowed on our own country. This is the least we can do for a people who gave us the democratic concept of civilization and have continued to impact our communities and daily lives.

EXTENSIONS OF REMARKS

INTRODUCTION OF LEGISLATION
TO EXTEND AND IMPROVE THE
NATIONAL WRITING PROJECT**HON. GEORGE MILLER**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mr. GEORGE MILLER of California. Mr. Speaker, I am pleased today to join my colleagues Mr. WICKER, Mr. KILDEE, Mr. CALAHAN, Ms. WOOLSEY, and Mr. KINGSTON in introducing legislation to extend and improve the National Writing Project.

The knowledge and skill of a child's teacher is the single most important factor in the quality of his or her education. The National Writing Project is a nationwide program that works to improve students' writing abilities by improving the teaching of writing in the nation's schools.

The National Writing Project serves a remarkable number of teachers and students on an exceptionally small budget.

Last year, the National Writing Project trained 212,724 teachers and administrators nationwide through 167 writing project sites in 49 states, Washington, DC and Puerto Rico. It has served over two million teachers and administrators over the last 25 years.

For every federal dollar it receives, the National Writing Project raises about \$7.00 in matching grants. This makes the National Writing Project one of the most cost-effective educational programs in the country.

Furthermore, a national staff of only two people administers the National Writing Project. The use of limited federal funds to leverage large private investments is the most efficient way to use the budgeted funds available for the greatest possible return.

The National Writing Project works. For example, in Chicago, students of National Writing Project teachers have shown significantly higher gains on the Illinois Goals Assessment Program writing tests when compared to student performance citywide. In an urban Sacramento, California high school, student performance on local writing assessments rose from lowest to highest in the district after an influx of National Writing Project teachers to the school, and college enrollment among this school's senior class rose 400 percent.

The National Writing Project has received similarly impressive results all across this country. In fact, the National Writing Project has received glowing reviews from the Carnegie Corporation of New York, the National Council of Teacher Education, the Council for Basic Education, and independent evaluators.

The National Writing Project is efficient, cost-effective and successful. I look forward to working with my colleagues in enacting this important legislation.

21ST CENTURY HIGHER EDUCATION
INITIATIVE

America's Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribally Controlled Colleges have provided millions of Americans from all backgrounds with rich and enduring higher education opportunities. They have developed innovative academic strategies, supported cutting edge research, and launched the ca-

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reers of millions of today's leaders including scientists, doctors, teachers, lawyers, artists, entrepreneurs, and community and religious leaders.

Today, these institutions face new challenges as they help prepare a new generation of Americans for the 21st century. To ensure that all Americans have access to high quality education, we must ensure that all students have the financial assistance and support to start and stay in college. And we must ensure that all higher education institutions have the resources to perform vital research, succeed and prosper.

The "21st Century Higher Education Initiative" will substantially expand college opportunity through student aid and early intervention efforts; double resources to strengthen the infrastructure of minority-serving institutions; and harness the strengths of minority-serving institutions to prepare teachers and the high-tech workforce of tomorrow. It will:

Help Make College Affordable for All Americans. Since the passage of the GI Bill of Rights, the federal government has been a key partner to states and colleges to give all students access to higher education. Millions of Americans from low and middle-income families have attended college because of federal financial aid. Despite record levels of college enrollment, however, students from poor families who graduate from high school attend college at half the rate students from affluent families. Among low-income students, minority students earn bachelor's degrees at a substantially lower rate than white students. This disparity of opportunity is unacceptable. To help remedy it, the Initiative would:

Restore the purchasing power of Pell grants. The maximum Pell grant would increase from \$3,750 to \$7,000 over three years. Pell grants provide critical access to higher education, and are particularly important for minority students: About 45% of African-American and Hispanic students at four-year colleges depend on Pell grants, compared to 23% of all students. The purchasing power of the maximum Pell grant has eroded from 84% of the cost of a public university in 1976 to 39% today; a \$7,000 grant would restore its purchasing power.

Increase the Supplemental Equal Opportunity Grants by over \$300 million over three years. The SEOG program provides critical grant assistance to low-income students whose need is not fully met by Pell grants. The initiative would authorize \$1 billion for SEOG.

Increase Federal Work-Study by \$300 million over three years. This critical program leverages private-sector resources to allow students to earn money for college while learning responsibility and work skills. By connecting students with their campus communities, work-study has been shown to encourage students to continue their education.

Promote High School Completion as a Gateway to College. Too many young Americans drop out of college while they are still in middle or high school. Only 62 percent of Hispanics in their late twenties have a high school diploma, compared to 88 percent of all Americans.

The U.S. Department of Education has found that the intensity of high school curriculum is the single strongest predictor of college success. And one-third of college freshmen need remedial classes; these students are 60 percent less likely to complete college. The Act would:

Implement sustainable dropout prevention strategies at high schools, based on similar